

MT. ZION ELEMENTARY

3464 River Road
John's Island, South Carolina 29455

GRADES PK-5 Elementary School

ENROLLMENT 202 Students

PRINCIPAL Dr. Vashti K. Washington 843-559-3841

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	57	45	4

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

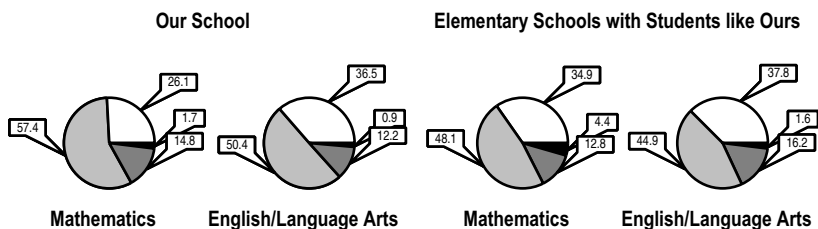
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	22	45	0
Percent satisfied with learning environment	86.4%	84.1%	N/R
Percent satisfied with social and physical environment	81.8%	75.0%	N/R
Percent satisfied with home-school relations	72.7%	93.3%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	132	100.0	36.5	50.4	12.2	0.9	13.0	17.6
Gender								
Male	68	100.0	48.3	41.7	8.3	1.7	10.0	17.6
Female	64	100.0	23.6	60.0	16.4	N/A	16.4	17.6
Racial/Ethnic Group								
White	14	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	95	100.0	34.9	54.2	10.8	N/A	10.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	23	100.0	39.1	47.8	13.0	N/A	13.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	98	100.0	31.8	50.6	16.5	1.2	17.6	17.6
Disabled	34	100.0	50.0	50.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	132	100.0	36.5	50.4	12.2	0.9	13.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	132	100.0	36.5	50.4	12.2	0.9	13.0	17.6
Socio-Economic Status								
Subsidized meals	116	100.0	38.4	47.5	14.1	N/A	14.1	17.6
Full-pay meals	16	100.0	25.0	68.8	N/A	6.3	6.3	17.6

Mathematics								
All students	132	100.0	26.1	57.4	14.8	1.7	16.5	15.5
Gender								
Male	68	100.0	28.3	56.7	11.7	3.3	15.0	15.5
Female	64	100.0	23.6	58.2	18.2	N/A	18.2	15.5
Racial/Ethnic Group								
White	14	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	95	100.0	22.9	63.9	13.3	N/A	13.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	23	100.0	34.8	39.1	21.7	4.3	26.1	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	98	100.0	20.0	58.8	18.8	2.4	21.2	15.5
Disabled	34	100.0	43.3	53.3	3.3	N/A	3.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	132	100.0	26.1	57.4	14.8	1.7	16.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	132	100.0	26.1	57.4	14.8	1.7	16.5	15.5
Socio-Economic Status								
Subsidized meals	116	100.0	26.3	58.6	14.1	1.0	15.2	15.5
Full-pay meals	16	100.0	25.0	50.0	18.8	6.3	25.0	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	39	N/A	28.2	56.4	15.4	N/A	15.4
	Grade 4	40	N/A	28.2	59.0	12.8	N/A	12.8
	Grade 5	41	N/A	36.8	52.6	7.9	2.6	10.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	18.8	50.0	28.1	3.1	31.3
	Grade 4	40	100.0	28.6	62.9	8.6	N/A	8.6
	Grade 5	53	100.0	54.2	41.7	4.2	N/A	4.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	39	N/A	41.0	46.2	12.8	N/A	12.8
	Grade 4	40	N/A	62.5	35.0	2.5	N/A	2.5
	Grade 5	41	N/A	50.0	42.1	5.3	2.6	7.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	18.8	68.8	9.4	3.1	12.5
	Grade 4	40	100.0	14.3	62.9	20.0	2.9	22.9
	Grade 5	53	100.0	39.6	45.8	14.6	N/A	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 202)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.8%	2.4%
Attendance rate	96.0%	Down from 96.6%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.6%	Up from 4.4%	5.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.6%	No change	8.1%	8.0%
Older than usual for grade	24.8%	Up from 3.8%	2.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	40.9%	No change	46.9%	50.0%
Continuing contract teachers	77.3%	Up from 68.2%	79.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	71.4%	Up from 60.9%	80.8%	86.2%
Teacher attendance rate	96.3%	Down from 97.8%	95.0%	95.3%
Average teacher salary	\$37,465	Up 4.3%	\$38,455	\$39,909
Prof. development days/teacher	9.9 days	Down from 13.6 days	13.5 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	16.0 to 1	Down from 20.3 to 1	17.0 to 1	18.9 to 1
Prime instructional time	90.7%	Down from 92.6%	88.5%	89.7%
Dollars spent per pupil*	\$7,274	Up 6.8%	\$6,643	\$5,892
Percent spent on teacher salaries*	58.4%	Down from 59.5%	64.6%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mt. Zion Elementary is the Reading Is Fundamental (RIF) State Award champions for 01-02 and 02-03. In addition to this prestigious award, the school was recognized by a local television station as "A School of Promise" for 02-03. The school has sponsored several successful projects that are ongoing: Project H.O.P.E., Learning Carnival, Reading Extravaganza, Parent Instructional Nights, etc.

Mt. Zion is located in the heart of Johns Island with a student population close to 300. It is one of the most fortunate schools on the island for several reasons. A dedicated group of volunteers from Seabrook and Kiawah offer mentorship, guidance and financial support for many of our students and programs. Another reason is our highly qualified staff. Individuals committed towards the goal of excellence. The most important reason is the increase in parental involvement an increase from 50% to 78%. Volunteers, teachers and parents believe that a structured standards- based program has a powerful effect on a student's level of investment, participation and curiosity.

While our students come from a wide range of abilities, social-economic backgrounds, they all possess a genuine desire to achieve.

Vashti K. Washington, Ed.D.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.